

THE USE OF ROLE PLAY METHOD TO IMPROVE STUDENT COMPREHENSION IN READING NARRATIVE TEXT AT THE NINE GRADE OF SMP N 1 PEMATANGSIANTAR

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ABSTRACT

Learning is an activity with an intention so that the learning process of a person or group of people can take place. For this reason, a teacher must strive to create a conducive environment or condition system so that learning activities can achieve goals effectively and efficiently (Sunaryo, 1996: 16). Reading is one part of skill in english that should be learn. Reading is one of English skill that should be mastered by the foreign learner in Indonesia, especially the students in Junior High School. The aim of this research was to know whether or not the use of role play technique could improve the IX-A grade students' comprehension in reading narrative text at SMPN 1 Pematangsiantar. The research design used was Classroom Action Research. The data of this research was taken from test, interview, and observation. The result showed some improvements in each cycle. In Cycle 1, there were about 13 students who were active in teaching learning activity. In Cycle 2, there was 19 students who were active in teaching learning activity. It indicated that the use of Role Play technique could improve the students' comprehension in reading narrative texts at the nine grade of SMP N 1 Pematangsiantar.

Keywords: Reading Comprehension, Role play technique, Students' Difficulties, Narrative Texts, Classroom Action Research.

INTRODUCTION

Most of students feel afraid and worried if the teacher asking some question when teaching learning. This phenomenon happens because they are afraid about the wrong answer and they can't comprehend the context. This show that most of students lack in reading comprehension. That is why, teachers should be creative in designing the activities and the technique used in teaching pronunciation in order to make the students enthusiastic in the teaching and learning process.

Based on curriculum, it's understandable that reading is applying one of all which should be taught and can be mastered by each students in class. In other words, reading in learning English is part of important subject, which should be taught to the students. Based on the writer's interview with the English teachers at SMP N 1 on preliminary observation. The teacher said that, in nine grade of SMP N 1, the students lack of ability in comprehend the reading text. The students unable in getting the message from the text and they will be failure in answering the question related to the text. In fact, many students get difficulties in comprehending the English reading text. Getting general information, specific information, vocabulary, grammatical, and main idea of paragraph of a reading text. Also lack of interaction between teacher and students

so that make the students difficulties in comprehend a text and will influence the students in study especially reading because teacher rarely interacted with students.

Based on the observation done at the nine grade of SMPN 1 Pematangsiantar in class IX A, We found that students' comprehension on genre is low. It can be seen from students' low score of English examination. Most of English tests related to genres. The skills required are reading and writing. Students should have good comprehension on genre in order to help student comprehend the content of text. To avoid this problem, we try to apply Role play method when teaching and learning. Cross (1991:285) states role play is used a great deal in situations where the students' future use of the language can be defined fairly clearly. It is enjoyable, it offers a mental escape from the classroom. It can be tightly controlled, perhaps as a logical development of a dialogue in the textbook, or it can be relatively free, with considerably scope for imagination and creativity. By the Role Play Teacher give students opportunities to develop themselves in Learning English activity, as one of the characters of role play encourages students to play a part in the activity of learning. It gives them chance to practice as much as possible by imagining a character and situation then experiencing about what they think in a certain situation they created. Therefore this paper titled : The Use Of Role Play Method To Improve Student Comprehension In Reading Narrative Text At The Nine Grade Of Smp N 1 Pematangsiantar

THEORETICAL FRAMEWORK

Reading Comprehension

According to Haerazi & Irawan, (2020), reading is useful for language acquisition: the more students read, the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling and on their writing. Reading is a process to understand a written text which means extracting the required information from it as effeciently as possible. Reading functions as the window of knowledge in which people are able to know much information they cannot get completely from other skill such as listening, speaking or writing. Reading comprehension is a complex developmental process that calls on the coordination of cognitive, language, social and text-specific processes. Based on these statement reading comprehension is the ability to the read text, process it and understand its meaning. Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Lems, Miller and Soro stated that "Word recognition is a process of accessing and recognizing individual words." Comprehension is a process to understand about meaning or information.

Strategies in Teaching Reading Comprehension

Torppa et al., (2020);Halamish & Elbaz, (2020) suggest techniques and strategies that the readers should take into account.

1) Identifying the purpose in reading

As stated in the previous explanation, the readers decide reading with various purposes, for examples, reading to search for simple information, reading to learn from the texts, and reading for pleasure. Knowing the purposes of reading makes the processes work well and the readers can get the goals efficiently. In reading class contexts, teachers should make sure that students know their purposes of reading the texts (Brown, 2001).

2) Skimming

The readers do skimming to the texts for the gist or main ideas. The purpose of skimming is to predict the purposes of the passage, main topics, the organization of the texts, the perspective or point of view of the writer, and some supporting ideas (Brown, 2001; Brown, 2004).

3) Scanning

Scanning is reading techniques used to find relevant information quickly. The readers scan the texts to get specific information within, such as the date, the name, the places, the setting for narrative or story, the finding of technical report, the cost of an item on a menu, and specified data needed to fill out an application (Brown, 2004).

4) Using semantic mapping or clustering

Semantic mapping helps the students as readers to generate the main ideas of the texts into particular elements. They try to connect other words that have connection with the main words or ideas (Brown, 2001).

5) Guessing

Guessing activity is not only for predicting the meaning of unfamiliar words. Teachers also let students to guess a grammatical relationship, discourse relationship, implied meaning, etc. A vital key of this activity is to make the students predict accurate (Brown, 2001).

6) Analyzing vocabulary

There are some advantages of guessing unfamiliar vocabulary. Nation (2009) suggests that the teachers and the students should focus on the most useful vocabulary which has benefits to the majority of the students. The most useful vocabulary consists of high-frequency words, academic words, and technical words.

7) Questioning

Nation (2009:32) provides a variety of questions types that can be used: pronominal questions, yes/no questions, true/false sentences, multiple choice sentences, sentence completion, information transfer, translation.

Process of Teaching Reading

In conducting the reading activities, the teachers should follow the steps. The steps are involved in a broad procedure or stages of language teaching. So, the teachers do not need to be confused with the framework of the steps. California State University Expository Reading and Writing Task Force (2008, in Hedgecock, 2009) outlines crucial academic reading activities and strategies for the reading in terms of what the teacher and students do before, during, and after reading.

(1) Pre-reading activities Conducting pre-reading activities are crucial. This stage is preparing the students to read the text. The activities can build the students' interest, confidence, and motivation for reading the text. Furthermore, by having prereading activities, teachers can introduce reading strategies and facilitate comprehension.

- Getting ready to read
- Surveying the text
- Making predictions and asking questions
- Introducing key vocabulary

(2) During reading activities The activities at this stage are activities that focus on what the students do, or should do, while reading. The students are really working on the text intensively. Teachers should assist the students with bottom-up strategies, so that students achieve the goal of comprehension.

-First reading

First reading is not a part of the pre-reading stage. It refers to “a quick read-through of the entire text to develop a sense of its main points and to confirm initial predictions made during pre-reading” (Hedgecock, 2009:172)

- Re-reading the text

After doing pre-reading activities and first reading, at this step students are ready to read the text intensively through a careful and focused second reading. According to Grabe (2004, in Hedgecock, 2009), there are two goals for teachers at this point: (1) monitor and ensure students' comprehension; and (2) teach and practice effective reading strategies.

- Looking closely at languages

After students have quickly read through the text and got an overall sense of the content, they look carefully at the language of the text. This step could also be undertaken later, after re-reading step, or even during post-reading activities. Teachers guide students to look again at the vocabulary in the text. Students can be asked to make notes about any new or less familiar words or phrases they encounter in the text. Other focuses of this step are cohesion, sentence structures, and the structure of the text.

(3) Post-reading activities

After passing the pre-reading and during reading activities, the students have got the main ideas, comprehension of essential content, and considered the text's language and structure. Post-reading activities are the final stage of the reading which aim to evaluate and extend what they have learned about the text and the reading process. Post reading activities offer the opportunities for the teachers to assess the students.

- Summarizing and responding

In this step, the teachers ask the students to summarize the key ideas in the text. Summarizing activities are closely related to the students' writing skills. Summary-writing is a good review and comprehension check tool. The summary can be as short as one sentence or longer. So that the teachers also can assess the students' comprehension and their writing skills at once.

- Thinking critically

In this step, the teachers can give the students some questions related to the text and then instruct them to write down the answer or directly respond in the spoken answer. The teachers also can ask them to make group discussion. The activities in this step encourage the students to be more critical to the ideas from the text. Thinking carefully and critically about a text promotes deeper comprehension, good reading strategies, and improvement of the other skills, such as speaking and writing.

- Reading-writing connections

In the end of reading activities, students can write down their ideas. They can make a summary about the text or a writing about their experiences related to the text. They make the writing in creative and interesting way.

Teaching Reading Comprehension in SMP

Brown (2001: 7) states that teaching is guiding and facilitating learning, enabling the student to learn, and setting condition for learning. Moreover, teaching defined as a process of showing or helping the students or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Kimble and Garnezy in Brown, 2001: 7). Related to teaching high school students, Brown (2001: 92) states that teaching high school is challenging for teachers since young adult is an

age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Some important thoughts that should be considered are intellectual capacity of the students, attention span, varieties of sensory input, and factors surrounding ego, self-image, and self-esteem. Brown (2001: 92) also states “As in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.”

From the statements above, the English teachers should use an appropriate and interesting method in teaching reading comprehension to high school students which makes them enjoy and feel interested in the teaching and learning process. It is important for the teachers to give explanations in limited portion in order that the students do not only listen to and depend on the teachers’ explanation but also they should try to understand the meaning of the text and get information from the text by themselves. Klingner et al. (2007: 4) proposes four ways the English teachers have to do to improve their students’ reading comprehension. They are presented as follows:

1. Implementing teaching strategies that have been documented as an effective way in promoting reading comprehension
2. Designing instructions that incorporate effective principles of direct instruction and strategy instruction.
3. Providing modelling, support, guided instruction, practice, attribution feedback, and opportunities to practice across text types.
4. Monitoring students’ progress and making adjustments accordingly.

The Difficulties in Reading Comprehension

According to Nuttal, there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text.

1. Determining Main Idea

The main idea is a statement that tells the author’s point about the topic. According to Longan said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

2. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

3. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ..”,

“It can be inferred from the passage...”,

“what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

4. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. Some example of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,

“All of the following are the true except..”,

“A person, date, or place is,,,”

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that words synonym.

Student's Difficulties

Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2006). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, such as :

- Difficulty in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

- Difficulty in Using Reading Strategies

There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning.

- Difficulty of Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading

According to Peter (2001), there are external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

- House environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make

students feel difficult in learning. They can feel down if no one support them to learn English text.

- School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

Narrative Text

Narrative is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader. Mc Crimmon (1984: 159) states that narration is a story to make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject that is, writers often use narration to lead into the body of their writing or in an extended form to provide a detailed, personal account of “what happened.” He adds that an effective narration has a plot; it is arranged according to a meaningful and dramatic sequence of action, which may or may not follow the order in which events actually happened. Based on the definitions above, it can be concluded that narrative is a kind of text to tell past activities in meaningful and dramatic sequence action to amuse the reader or give moral lesson to the reader. It can be concluded that narrative has features as follows:

1. Social Purpose of Narrative Genre Its social purpose is to amuse the readers.
2. Structure of Narrative Genre
 - Orientation : Provide information about characters’ situation. Its function is to attract readers’ attention to the story.
 - b. Sequence of events
 1. Introduction : Presents the event.
 2. Problem : Present on or more problems for the character to solve
 3. Climax : Present the highest point of problem
 - c. Resolution : Sorts out the problems for the characters.
 - d. Coda : Short conclusion to give moral lesson.
3. Grammatical Pattern of Narrative
 - Using sequence markers, such as first, second, third, etc.
 - Using past tense, such as past perfect tense, past continuous tense.
 - Using verb of doing, such as ran out, went, got, tried etc.
 - Using adjective word, such as frightened, quiet, calm, happy, etc.
 - Using repetition of subjective pronoun, such as my aunt, she, he, etc.
 - Using conjunction, such as but, unfortunately, then, after that.
4. The kinds of narrative text include novel, scenarios, legend, fable, short stories, folktale, etc

Role play Method

According to Cross (1991: 285), role-play is used a great deal in situations where the students’ future use of the language can be defined fairly clearly. It is enjoyable, it offers a mental escape from the classroom. It can be tightly controlled, perhaps as a logical development of a dialogue in the textbook, or it can be relatively free, with considerably scope for imagination and creativity.

There are some features of role play as follows:

- Activity to imagine: It means the activity to think unreal world and unreal characters.
- Play a part in a specific situation: It means a situation outside classroom or an imaginary situations which may play the role of someone other than themselves.
- Using language appropriate: it means that the students used suitable language in a suitable situation or saying the right thing in the right place, at the right time also the message and purpose of communication.
- Enjoyable: it means that role play gives many freedom to express to try act what they think.
- Creative : it means that the students should create a situation, a character and to imply an action from their own idea.
- Flexible : it means that role play creates many varieties exercise and activity

Cross (1991: 285) also states some advantages of role-play. They are:

1. Role-play offers a mental scope from the classroom.
2. Role-play can be contrived to make the students apply the same language in a new context.
3. Role-play offers rehearsal for such later, genuine communication by engaging the students in simulated situations, forcing them to satisfy needs and express meanings by use of their limited linguistic resources.
4. Role-play can make the weaker students can restrict themselves to a few simple exchanges, while more able learners profit from the freedom to be creative and take risks.

The author applies narrative text learning with the role playing method so that students are more creative and enthusiastic. This method is effective so that learning is not boring and the child will always remember what stories he showed and saw from his friends. To improve students' learning achievement in narrative text material, the author uses role playing techniques so that students feel happy because they have new experiences. The teacher divides into several groups and gives an explanation, then draws several fairy tale titles and distributes the text according to the lottery. Each group must be able to demonstrate or present in front of the class. Students gather in their respective groups and divide roles according to the characters in the text so that students do not memorize too much of the text. Because the roles of each have been divided. In that way, students finally feel interested in trying to display their respective roles to the fullest. After several students tried, the students understood more, that way the students' interest in learning increased and the achievement results also increased.

METHOD

The reserach design that was used in this research was Classssroom Action Research (Parnawi, 2020). This research focused on the IX-A grade students' Comprehension in reading narrative texts. This research was conducted in cycle model. Each cycle consisted of planning the action, implementing the action, class observation and evaluation and reflecting the action. The classroom action research was conducted collaboratively with the English teacher of the IX-A grade of SMPN 1 Pematangsiantar. The preliminary study was carried out to get first-hand information about the problems faced by the students in learning pronunciation and the English teacher in teaching pronunciation. Then, the design of the classroom action research was constructed with the English teacher after identifying and formulating the research problem.

The Subject of this research is all of subject of this research is the 9st grade students at SMP N 1 Pematangsiantar in Academic Year 2021/2022 because based on the preliminary research there is a tendency that they have difficulties in comprehension of the reading text. There are three classes of Nine grade students in SMP N 1 Pematangsiantar and the researcher choose one class, that is IX A . There are 30 students in the classrom, with the details of 14 male students and 16 female students. The researcher was chosen this class because this class in English subject has studied about narrative text.

There were two kinds of data in this research. They were primary data and supporting data. The primary data was collected from the result comprehension test and the observation. The observation was used to get the result of students' active participation. The comprehension test was used to measure the students' ability in reading narrative text after getting treatment. In addition, the interview was used to get the supporting data.

DISCUSSION

The aims of the study are to describe whether or not and to what extent role play can improve the students' comprehension on genre narrative text , and finding out the changes that may happen after implementing role play in the classroom. This chapter will also describe how is the improvement of students' comprehension on genre through role play especially the improvement of two categories of indicator which are the main cases in this study. In this study there are two categories of indicator related to students' comprehension on genre problem. The first category is related to students' competence including : Students' difficulties to identify the setting of place and the setting of time; to construct some sentences into good arrangement of short narrative text; to identify the characters in narrative text; to catch the main idea of each paragraph in narative text; and to identify the generic structure of narrative text.

The second category is related to classroom situation as follows: 1) Students were noisy in teaching and learning English in the classroom; 2) Students tended to be passive learner; 3) Students were not willing to speak English; 4) Students paid little attention toward their teacher explanation during TL activity; and 5) Students were lazy to do homework. From those categories of indicators appeared some source of the problems as follows: 1) The material was not quite interesting for the students; 2) The students did not have sufficient intrinsic motivation to learn English; and 3) The teaching technique of delivering material was monotonous.

In this research, the researcher used role play technique in the classroom by applying some steps in teaching and learning process. The first step was giving model to the students in producing correct pronunciation in English texts. In this step, the students pay attention and try to understand context of the text. From this step, the researcher found most students can't understand the context and they need a long time to know the meaning of the text.

The researcher choose role play method because some of reason, according too Cross (1991: 285) also states some advantages of role-play. They are: Role-play offers a mental scope from the classroom, Role-play can be contrived to make the students apply the same language in a new context, Role-play offers rehearsal for such later, genuine communication by engaging the students in simulated situations, forcing them to satisfy needs and express meanings by use of their limited linguistic resources, Role-play can make the weaker students can restrict themselves to a few simple exchanges, while more able learners profit from the freedom to be creative and take risks.

Based on the result of the preliminary study or observation , there was only about 40% students who actively participated in the teaching learning activity. After giving the action in the first first cycle by applied the method, the students' active participation average result was 70%. Next, in the second cycle, the students' active participation average score was 85%. This showed that the students were more active in the teaching learning process. Therefore, it could be concluded that the use of role play technique could improve the students' active participation. In addition, the students' achievement in reading comprehension had also improved after applying role play technique. In Cycle 1, there was 40 % or 12 students who got the score at least 70 or higher in the first cycle. This result did not achieve the target score. Next, in Cycle 2, there were 24 students or 80% who got the score at least 70 or higher. The result in Cycle 2 achieved the target expected. It happened because the researcher made some revisions, especially in the process which was written in the lesson plans, the researcher also give the barin storming to make student more open-minded to comprehend the context, and it indicate by applied the role play method.

The Improvement of Students' Comprehension Score

Subcycle	Observation	Cycle 1	Cycle 2
Kind of test	Pre test	Post test 1	Post Test 2
Mean of Students' Score	49,53	65,33	73
Increase of Students' Mean Score	2,47		5,6

CONCLUSION

Based on the data of analysis and discussion, it could be concluded as follows.

1. The use of role play technique could improve the IX-A grade students' comprehension in reading narrative texts at SMPN 1 Pematangsiantar. The improvement can be seen from each cycle. In the first cycle there were 12 students achieved the target minimum score that was 70. Meanwhile, in the second cycle, there were 24 students who achieved the target score.
2. The use of role play method the students is more active to learn and they brave to give their ideas or thought about context when teaching learning.

Some suggestions are proposed to the following people:

1. The English Teacher
 - a). The English teacher is suggested to use role play technique as an alternative technique in teaching reading to improve the students' comprehension in reading narrative text.
 - b). Teachers should give students many kinds of exercise and practice to use their English language orally or written.
 - c). Teachers should improve their creativity in teaching English, for example by using interesting technique to attract the students' motivation, using aids

to present the material, using different techniques in TL process. And teachers should improve their skill in managing class, in order to create improvement during TL process.

2. The Students

The students are suggested to be more active in the classroom. They are also suggested to do some practice in reading comprehension the English texts regularly and continuously to improve their knowledge.

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